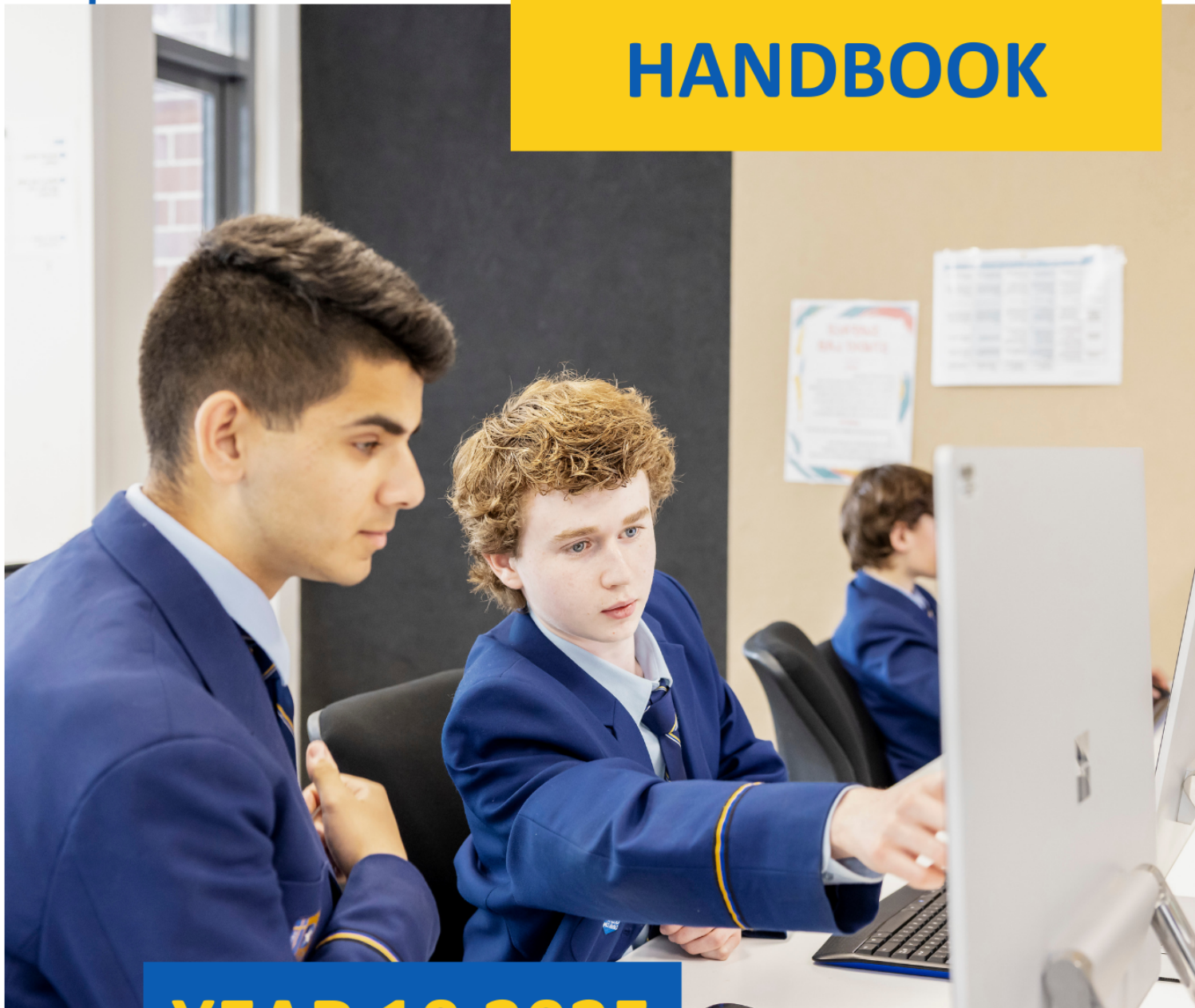




YEAR 10

ASSESSMENT HANDBOOK



YEAR 10 2025



FAITH | SERVICE | COMMUNITY | RESPECT | JUSTICE | COMPASSION | FORGIVENESS

TABLE OF CONTENTS

TEACHING STAFF RESPONSIBLE FOR SCHOOL ASSESSMENT STATEMENTS	4
Introduction	5
AN OUTLINE OF POLICIES AND PROCEDURES	6
Assessment Procedures for Students	6
THE STUDENT'S RESPONSIBILITIES	6
Assessment Notification	7
Absence from Assessment Tasks or Late Submission of an Assessment Task	8
Unacceptable grounds for appeal	9
Late submission of assessment tasks	10
Non-attendance on due date of task	11
How Students Apply for Illness/Misadventure	11
Feedback	13
Assessment and Reporting For Years 7-10	14
The Common Grade Scale	16
What are Performance Descriptors	17
Marking, Recording and Reporting Student Achievement in Assessment Tasks	17
Assessment Schedules	18
Assessment Policy	18
Malpractice in School Assessment Tasks	19
MOBILE PHONE POLICY	20
Assessments and Examinations	20
Rationale	20
Malpractice	20
Year 7-10 Assessments and Examinations	21
Consequences for the Breach of the College Mobile Phone Policy	22
Warning to Students	22
Satisfactory Progression	22
'N' Determinations	22
Review of 'N' determination	23
Invalid Tasks	23
Record of School Achievement (RoSA)	24
A cumulative credential – recognising all your academic achievements	24
A credential for school leavers	24
Fair grades for everyone	24
Confidentiality of Grades	25
Eligibility Requirements for the Record of Student Achievement (RoSA)	25
Literacy and Numeracy Tests	25
Exit Credential Assessment	25

Malpractice in Assessment Tasks	26
Invalid Tasks	27
Parent/Teacher consultation	28
All My Own Work	28
Student Performance	29
Appeals	29
Student Appeal Form	30
RELIGIOUS STUDIES	31
Religion	31
CREATIVE AND PERFORMING ARTS	32
Drama	32
Music	33
Photographic & Digital Media	34
Visual Arts	35
ENGLISH	36
English	36
MATHEMATICS	37
Mathematics	37
Mathematics (Life Skills)	38
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION	39
PDHPE	39
PDHPE (Life Skills)	40
Physical Activity & Sports Studies (PASS)	41
Physical Activity & Sports Studies (PASS Life Skills)	42
SCIENCE	43
Science	43
Science (Life Skills)	44
HSIE	45
History / Geography	45
History / Geography (Life Skills)	46
Commerce	47
World History	48
TECHNOLOGY AND APPLIED STUDIES	49
Industrial Technology - Timber	49
Food Technology	50
Design and Technology	51
VET	52
Active Volunteering	52
Stage 6 Sport Coaching	53

TEACHING STAFF RESPONSIBLE FOR SCHOOL ASSESSMENT STATEMENTS

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ASSISTANT PRINCIPAL

LEADER OF TEACHER AND LEARNING

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Declan Horan

Religious Education

Religion

Natalie Simonian

English

English

Ian Murphy

Caitlyn Tuckerman

Creative & Performing Arts

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Commerce

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Personal Development, Health and Physical Education

PDHPE

Physical Activity & Sport Studies

Robert Brunt

Adam Babinski

Science

Science

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Technology and Applied Studies

Food Technology

Design and Technology

Industrial Technology - Timber

Melanie Powell

VET (early commencement)

Active Volunteering

Michael Murray

GILROY CATHOLIC COLLEGE

Introduction

This Assessment Handbook contains the Assessment Schedules and procedures for the courses offered by Gilroy Catholic College for 2025. Its purpose is to ensure that students understand the importance of the assessment program and schedule in providing students with an essential organisational tool and to develop students to be assessment capable learners.

At Gilroy Catholic College, we are committed to working with families in the education of their children. Together, as a supportive learning community, we strive to understand our students individually and collaboratively foster each student's growth in skills, knowledge, and understanding, while supporting their progress in learning.

This Assessment Handbook is for Year 10 students to familiarise themselves with the expectations set by NESA (New South Wales Education Standards Authority) and the College regarding assessment and procedural requirements. Specific guidelines for assessment completion and associated procedures are detailed within this document. A core element of quality education is the implementation of a transparent program guided by explicit guidelines and consistent application of procedures. Initial enquiries regarding assessment should be directed to class teachers and, if necessary, referred to the relevant Leader of Learning. Assessment activities encompass a range of skills and formats, including research projects, collaborative activities, viva voce, practical work, portfolios, group projects, performances, essays, exams, and presentations. These assessments may be presented in various formats, such as written reports, video or audio submissions, completed works, or in-class tests and presentations. While some assessments are based on preparation completed during timetabled classes, senior students are also expected to work independently, dedicating significant time outside of school hours to achieve the highest standards in their assessments.

In Year 10, students will engage in both formative and summative assessments. Formative assessment, or assessment for learning, is typically informal and integrated into the daily classroom environment, encompassing activities like homework, quizzes, teacher-led questioning, and class assignments. Summative assessment, on the other hand, is designed to gauge the level of a student's demonstrated learning, and this Handbook outlines the summative assessments to be completed during the HSC course. Each summative assessment is compulsory, and students are encouraged to take active responsibility in completing their work to the highest possible standard, submitting it to their classroom teachers by the due date.

The teaching staff and I are committed to the nurturing of creativity, critical thinking and to foster the development of each student's knowledge and skills. Through this process, our objective is to cultivate a lifelong love of learning, inspire achievement, and promote the holistic growth of our students.

Cheryl Merryweather
College Principal

AN OUTLINE OF POLICIES AND PROCEDURES

Assessment Procedures for Students

Rights and Responsibilities

Students are entitled to:

- Be informed of College and NESA policies relating to assessment and should familiarise themselves with the procedures outlined in this Handbook.
- Adequate written notice of upcoming assessment. All Formal Assessment Notifications should be provided typically 14 calendar days prior to the due date.
- Be informed of the nature and purpose of the assessment.
- Receive clear guidelines and instructions on the requirements of each assessment including method of submission.
- Be informed of the syllabus outcomes being assessed.
- Receive clear marking criteria outlining how the assessment will be marked.
- Have work assessed and returned to them in a timely manner.
- Receive meaningful feedback that assists them to review their work and progress in their learning.
- Expect a consistent interpretation and application of the College's Assessment Policy.

Students are required to:

- Familiarise themselves with the procedures outlined in this Handbook.
- Be fair and honest when completing work and ensure that any work submitted is entirely their own work.
- Hand in all assessment work on time.
- Refer to their Assessment Handbooks and access communications from teachers, whether by email, Google Classroom or in the classroom, to ensure they are aware of assessments and assessment requirements.
- Plan assessment work to ensure they give themselves adequate time to prepare, ask questions and seek clarification.
- Consult with their teachers as soon as possible after receiving an Assessment Notification if clarification is needed.
- Complete assessment work to the best of their ability.
- Use feedback provided and reflect on the learning process.

THE STUDENT'S RESPONSIBILITIES

Students are expected to perform the tasks which are part of the assessment programme. Every school has a policy on missed assessment tasks. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. It is the student's responsibility to apply to the Leader of Learning and Teaching before the due date for an extension of time on a task. An alternative task or extension may be provided in rare and exceptional circumstances ONLY.

Students are expected to hand in assessment tasks to their teacher or the Leader of Learning at the time designated on the assessment task notification. If they are unable to hand the assessment to their teacher they should obtain a receipt from the person receiving the task, ie: the Leader of Learning, Year Leader of Learning or School Office.

Use of computers to complete tasks

Gilroy Catholic College has a [Generative AI Policy](#) that details when AI is acceptable to use or prohibited in learning tasks and assessments.

It is the responsibility of students to store files correctly in appropriate storage either in school designated spaces such as Google Drive, or on school notebook computers. Files should be backed up regularly to either external hard drives or flash drives in case of computer failure. Where students are using iPads, files should be backup to remote storage in the 'cloud' or computers at home. **Failure of a computer or iPad will not be accepted as a reason for failing to hand in work.**

At home: It is the student's responsibility that all files (relating to school assignments) kept on home computers should be backed up regularly to removable storage media (eg USB, zip disks etc) in case of computer failure. Should a computer fail before an assignment is completed, the last backed up version should be brought to school and completed on a school computer (or, if no time is remaining, submitted for assessment). USB Flash cards (thumb drives) and external hard drives used to transfer files to school should be kept in good working condition and carried in a solid container to avoid damage. Disks damaged in transit will not be accepted as an excuse for not submitting work. Files can also be transferred to school (as mail attachments) using web page based Email systems providing the student has (signed) permission to use the Internet at school.

Assessment Notification

All students are provided with an electronic copy of the Assessment Handbook via Google Classroom at the commencement of the school year. This Handbook can be accessed on the Gilroy Catholic College Website, Google Classroom and under the starred tab on Compass.

The Handbook may be updated from time to time throughout the school year and students should consult the electronic version of the Assessment Handbook for the most up to date information.

The Assessment Handbook contains Assessment Policy information, an Assessment Overview outlining the assessment program for each subject and Assessment Schedules by course including the following details for each assessment task held throughout the year:

- Nature of task.
- Due date of task.
- Syllabus Outcomes.

Students will receive a written notification of all upcoming assessments electronically via Google Classroom typically 14 calendar days prior to the due date. It is therefore a student's responsibility to ensure they regularly access their Google Classroom course pages and consult this Assessment Handbook, especially if absent from school, to ensure they are aware of assessment due dates.

Absence from school and subsequent failure to catch up on missed work and Assessment notifications will not be considered as reasonable grounds for a student to be granted an extension.

Absence from Assessment Tasks or Late Submission of an Assessment Task

It is the expectation of the College that students will be present at school for any scheduled assessment task and that any take home task or assignment will be submitted by the due date. Failure to attend an in-class assessment or failure to hand in an assessment on the due date without an Illness/Misadventure Application supported by relevant documentation may result in a mark of zero.

Illness/Misadventure

The illness and misadventure process is available to support students who are unwell or encounter circumstances beyond their control at the time of a formal assessment or examination. An illness or misadventure is any circumstance which the student believes prevents them from attending, submitting or completing an assessment task, OR which diminishes their performance in a scheduled assessment task.

Illness/Misadventure applications received without appropriate supporting documentation will not be successful.

There are 4 types of applications that students can make when completing an illness/misadventure application:

1. **Extension of submission date:** made prior to the due date before students have completed the assessment task and applies to hand in submissions only.
2. **To sit the task at another time:** made prior to the due date before students have completed the assessment task and applies to in class tasks only. Students will be provided with a substitute assessment task if this application is approved
3. **Consideration:** made after an assessment task is completed. This is applied at the end of the course and takes into consideration the impact of an illness/misadventure at the time of the completion of an assessment. Consideration is applied based on the performance of the individual student throughout the year and uses actual performance in other formal/informal assessments and tasks of a similar nature. If performance sits within the usual performance range of the student then no consideration will be applied to their final result.
4. **Estimate:** This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Illness

Any unforeseen illness or a medical procedure that prevents a student from attending, completing, or submitting a scheduled assessment task may be considered reasonable grounds for application of Illness. If a student experiences illness with regard to attending, completing, or submitting an assessment task they must make an application for Illness using the Illness/Misadventure form available via Compass on, before, or within seven school days of the assessment due date. Students/parents may want to contact the Leader of Teaching and Learning and, or the relevant Leaders of Learning to inform them that an illness or misadventure has occurred and an application

will be pending. Concession for illness will only be approved by the College Principal and/or Leader of Teaching and Learning. All applications will be reviewed and a doctor's certificate will be required to support the Illness/Misadventure application.

Students must be prepared to attend, complete or submit the assessment task or a substitute assessment on the day of their return to the College and must submit their Illness/Misadventure application and accompanying documentation at the same time. Estimated marks will not be provided for missed assessment unless exceptional circumstances occur.

Misadventure

Unexpected circumstances beyond a student's control which impact a student's ability to attend, complete or submit an assessment may be considered as a misadventure and reasonable grounds for application for misadventure. Students are to make any application for misadventure using the Illness/Misadventure form available via Compass on, before, or within seven days of the assessment due date. Students/parents may want to contact the Leader of Teaching and Learning, or the relevant Leaders of Learning and Wellbeing to inform them that an illness or misadventure has occurred and an application will be pending. Concession for misadventure will only be approved by the College Principal and/or Leader of Teaching and Learning. All applications will be reviewed and official supporting documentation will be required to support the Illness/Misadventure application. Official documentation may include a doctor's certificate.

Not Grounds for Illness/Misadventure

The following list indicates reasons that are not valid grounds when applying for Illness/Misadventure.

- Family holidays during term time.
- Unapproved leave or unjustified absence.
- Co-curricular activities.
- IT failures.
- Lack of planning/time management.
- Work and sporting commitments.

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s)
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

Late submission of assessment tasks

Students who have their illness/misadventure application for an extension (hand in task) or to sit the task at another time (in class task) will not have a penalty applied to a late submission.

Students who fail to submit an assessment task on time without an approved illness/misadventure application will receive a mark of zero for their assessment task. Parents/carers of students who submit late assessments or fail to submit or complete an assessment task will be notified.

Difficulties Completing Assessment or Meeting Assessment Due Dates

Students having difficulty meeting assessment deadlines should discuss the issue with their Year Leader of Learning or the Leader of Teaching and Learning at the earliest opportunity. Contact and communication regarding assessment concerns should take place well before the assessment due date.

Leave During Term Time

it is not an acceptable grounds for an illness/misadventure appeal If a student is absent for an in class assessment task due to a family holiday. A **zero** mark will be awarded for that task, If a student is able to submit a task before they leave or email the assessment through to their class teacher and appropriate Leader of Learning on the due date whilst away, no penalty will apply.

If students are required to take leave during term time for a rare and urgent case (such as an unavoidable overseas family emergency) this will be treated as being **EXCEPTIONAL CIRCUMSTANCES**. An application must be made by the family for their leave to be treated as exceptional circumstances. Exceptional Circumstances will be **adjudged by a committee** consisting of the Principal, Leader of Teaching and Learning, the Year Leader of Learning or KLA Leader of Learning, or representative for the subject concerned and each case will be **considered on its merits**.

If at all possible, students should perform the required task. Students who are absent due to exceptional circumstances must apply for exceptional circumstances by writing to the Leader of Teaching and Learning. If required, a substitute task will be provided to the student at an appropriate time decided by the committee.

An illness/misadventure form is available online and must be completed by the student within 7 days of the application for exceptional circumstances.

Non-attendance on due date of task

If a student is ill or not at school when an assessment task is due the **student should make every effort to submit the task on the due date**. Students must liaise with the relevant teacher or Leader of Learning to arrange submission.

The principal may authorise that an estimate be given for a task which has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Students who are absent the day preceding an assessment task must present Student Services with a Medical Certificate upon their return to school.

How Students Apply for Illness/Misadventure

Students are expected to attempt all assessment tasks.

As the assessment marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the assessment(s) that has affected the student's assessment performance.

Applications may be in respect of:

1. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
2. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

The illness/misadventure form is a Google Form only accessible from a students' ParraStu Google account. The Google form requires students to provide details on their circumstances and attach relevant medical documentation to support their application.

Students are required to complete all assessment tasks and if there are circumstances that have impacted their health and performance students are encouraged to complete an illness/misadventure form and apply for consideration. This can only be applied for after a student has completed the assessment and with appropriate medical documentation. This kind of application is the most common application made by students.

In rare circumstances, students may need to make the following applications, but these are only when a student is unable to sit/hand in an assessment on the day it is due.

If a student has an assessment task due and has an illness/misadventure on the day the task is due but is absent for **less** than 7 days after the assessment is due there are several options depending on the task type:

If it is a **Hand In** task, students select that they have not completed the assessment and ask for an extension of time. The classroom teacher will then determine a due date that is within 7 days of the original assessment date, depending on their circumstance.

If it is an **In-Class** task, students select that they have not completed the assessment and ask to sit the task at another time. The student will then sit the task on their next day of attendance as directed by their classroom teacher.

Students completing assessment tasks at a different time to the rest of the cohort will be provided with a substitute assessment task. The substitute assessment task will be in accordance with the illness/misadventure provisions provided by the College.

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

1. The parent **MUST** contact Student Services in writing via email or SMS to inform the school of absence and missed assessment task.
2. The student **MUST** provide the school, on the first day back to school after an absence, of a certified Medical Certificate. **This certificate MUST clearly indicate the reason for absence and how this affected the student not being able to sit/submit the assessment task.** Planned holidays are NOT suitable grounds for Illness Misadventure. Misadventure must be due to unforeseen circumstances, this does NOT include planned holidays. A mark of zero may be awarded in such circumstances.
3. The student **MUST** complete an Illness Misadventure application within 7 days of the missed assessment. (Applications for Illness Misadventure are made online, via Compass and is [linked here](#))
4. Students must complete assessment tasks on the first day of return to school, this includes in-class assessments and hand-in tasks.
5. **NB: Incomplete or incorrect forms past the 7 days will NOT be accepted.**
6. The Leader of Learning & Teaching reviews all submissions and passes on documentation or recommendation to the relevant KLA Leader of Learning.
7. In most cases, students will re-sit/submit the task, as arranged by each KLA Leader of Learning. Estimates are only given in RARE circumstances.
8. If a student doesn't provide appropriate information regarding their absence from an assessment task, a mark of zero will be awarded.

The principal may authorise that an estimate be given for a task that has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Feedback

Principles of effective feedback

Feedback enables students to recognise strengths as well as areas for improvement, and to identify and plan with their teacher the next steps in their learning. Students should be provided with feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the outcomes of the task and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher-student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to outcomes and content, and/or processes applied to the task.

Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning.

Forms of Feedback

The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Feedback may take a variety of forms, including digital and other modes. It may be formal or informal, and should encourage teacher–student dialogue about learning. It may include:

- oral feedback from the teacher, student and their peers, such as collaborative activities and conferencing,
- written feedback from the teacher and/or peers, based on the criteria for assessing learning,
- a completed marking rubric identifying areas of student achievement.

While it is not a requirement for teachers to provide feedback to students during the development of student work prior to the assessment due date for a formal assessment task, it may be a valuable way for teachers to monitor student progress and the authorship of student work. Marks or grades are not to be attributed to feedback. Learning faculties will make decisions regarding the provision of feedback ensuring equal opportunity for all students to receive feedback from teachers.

Assessment and Reporting For Years 7-10

The College follows the principles of effective Assessment guided by NESA. Students are provided with a range of different assessment opportunities throughout each term. These assessments occur formally and informally, what this means is that teachers will use a range of different assessment methods to determine a student's grade for their interim report at the end of Term 2 and their final report at the end of Term 4.

In 2025 for Years 7-10 teachers will continue to use the evidence students have completed in class through submissions and observations as well as formal assessment task submissions to determine an on-balanced decision about which grade matches the standards demonstrated by the student. For parents and students, this means that everything a student does in the classroom and every piece of work that they submit can be used to assist the teacher in determining a grade. Only formal assessment tasks will have notifications regarding due dates and the outcomes being assessed. All other informal assessments occur in the classroom and can include the work that students complete in that lesson.

Teachers will use the following assessment approaches both formally and informally. The choice of assessment depends on the specific goals of the assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement.

1. Students are required to complete class-based activities and the formal assessment schedule throughout each semester.
2. All formal assessment tasks include set criteria that are written to parallel the [Common Grade Scale](#), measuring specific syllabus outcomes.

The purpose of the Report Learning Statements are to provide information on each student's learning in their subject in relation to the statewide syllabus standards using a scale.

The scale uses the following descriptors:

Working Beyond

Working Beyond indicates that the student is exceeding the expectations of the learning outcome by demonstrating advanced knowledge and deep understanding of course concepts. Students are applying skills and processes with creativity, critical thinking, and independence in complex or unfamiliar contexts. Students can communicate complex ideas effectively, showing high-level analysis and evaluation.

Working At

Working At indicates that the student has met the learning outcome and is demonstrating proficiency. Students are applying their knowledge of content and understanding of course concepts to expected standards and using skills and processes effectively in familiar and some new contexts.

Students can communicate ideas clearly and appropriately while integrating and analysing information.

Working Towards

Working Towards indicates that the student is developing their understanding of the content and course concepts but has not yet fully achieved this learning outcome. Students are demonstrating foundational skills or knowledge but require further development to meet the expected standard. Students are able to engage with familiar contexts with guidance and support and are beginning to apply skills but may lack consistency or depth in their work.

This new scale will provide a greater understanding of how a student is progressing specifically in relation to the syllabus outcomes that have been taught and assessed in the reporting cycle. With this change teachers, parents and students will have clarity on their strengths and areas for improvement.

[The three assessment types are available through this link](#)

Years 7–10 Assessment Strategies

The type of assessment activity and the way evidence of learning is gathered will vary depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

Students are provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

Evidence of learning that may contribute to a student's grade on their reports may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios

- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

The Common Grade Scale

Students are required to complete a variety of class-based activities and the ONE formal assessment task throughout each semester.

All formal assessment tasks include set criteria that are written to parallel the Common Grade Scale, measuring specific syllabus outcomes. The class teacher then marks these tasks individually. All teachers of the specific grade then meet to ensure there is a consistent application of the criteria across all classes. The group selects a sample from each of the grade levels that reflect the stated criteria for the task. These are kept and referred to from year to year.

Common Grade Scale

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

The A-E Grade Scale Describes:

1. the depth of knowledge and understanding
2. the range of skills that students working at that standard typically demonstrate.

Individual assessment tasks together with Teacher Professional Judgement leads to an on-balance decision of which grade best matches the standards demonstrated by the student.

A decision about the most appropriate grade is an on-balance professional judgement that:

- is based on evidence gathered in a number of assessments
- activities, across a range of contexts and over a period of time
- gives greater weight to those activities undertaken towards the end of the course

- considers the maximum level of demonstrated student achievement
- represents the best overall description of the student's achievement

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers weigh up the evidence of achievement and other information collected for a student **up to that point in time**. This information is derived from learning activities, observations and other methods of assessment that are collected over time and in different situations. Grades are not awarded solely based on formal assessment tasks.

What are Performance Descriptors

All class-based tasks are also marked in relation to the Course Performance Descriptors (refer to specific subject descriptors that appear after the assessment schedule) created by each faculty (using Stage 5 descriptors as a guide). Each teacher collects and records a grade for each class-based task that is commensurate with the created course descriptors. Each teacher then submits a grade for the collection of tasks completed in class. Teachers maintain samples for each grade for later reference. If inconsistencies arise between the formal task result and the teacher grade the Leader of Learning (LOL) will ask to see samples to ensure consistency with the Board of Studies samples.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers weigh up the evidence of achievement and other information collected for a student up to that point in time. This information is derived from learning activities, observations and other methods of assessment that are collected over time and in different situations. Grades are not awarded solely based on formal assessment tasks.

Once this process is completed the LOL gives each student an overall grade for the semester. The teacher of a student may query the grade and ask for it to be changed. At this point they will have to prove that the student has met the standard set on the ARC website. Samples will be used to ascertain if a student's grade should change.

Marking, Recording and Reporting Student Achievement in Assessment Tasks

The allocation of marking is distributed equitably across Year 10 within each course. Year 10 Assessment tasks will be returned within an appropriate time period and include the provision of meaningful feedback to students. Leaders of Learning are responsible to ensure that marks are recorded on the school network in Compass Markbooks, these marks may be entered by class teachers.

Students will receive a report at the conclusion of each semester at the College. Academic Reports are printed then distributed to Year 10 students at the conclusion of Term 2 and Term 4. Electronic copies of reports are maintained on the school network in Compass Academic Reports.

Assessment Schedules

Gilroy Catholic College follows the principles of effective Assessment guided by NESA. Assessment is the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Within this framework students complete assessment in three ways; Assessment for Learning, Assessment as Learning and Assessment of Learning. Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Teachers use the three different assessment approaches individually or together, and they can be used formally or informally. The choice depends on the specific goals of assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement to various stakeholders. All three forms of assessment are conducted throughout the year through both formal assessments noted in this schedule and informally in lessons.

Throughout the year you will complete a range of formal assessments per semester for each subject. In addition to these assessments you will complete numerous in-class tasks that will be used to assess your overall performance. Everything that you do in class counts towards your final grade! The outcomes that are not assessed in formal tasks will be assessed in your in-class tasks. The formal assessments have no greater weighting than your class work; they are simply used to prepare you for future years.

Assessment Policy

- The Leader of Learning, or class teacher, will specify a due date and time which must be adhered to strictly.

The usual practice is that the tasks are due at the beginning of the first normal teaching period, on the due date.

- **Assessment is based on actual performance not on *potential* performance.** The School assessment procedures are not meant to compensate for factors which detract from student performance, such as illness, misadventure or domestic problems which might occur throughout the assessment procedure.
- Where there is no valid reason for non-submission of an assessment task, a zero mark will be recorded for that task.

- Extensions may only be granted in exceptional circumstances at the discretion of the Leader of Learning. Extensions must be applied for in writing **before** the due date. Medical consideration must be supported with a medical certificate.
- Rare and urgent cases will be treated as being **EXCEPTIONAL CIRCUMSTANCES** on application by the student. An illness/misadventure form must be obtained from the Year Coordinator, completed by the student and co-signed by parents within 7 days of the assessment date. Supporting evidence in medical/illness applications **must** include a Doctor's Certificate.
- Exceptional Circumstances will be **adjudged by a committee** consisting of the Leader of Learning & Teaching, the Year Coordinator, KLA Leader of Learning or representative for the subject concerned and each case will be **considered on its merits**.
- **If at all possible, students should perform the required task and then submit evidence**, in writing, of factors which may have affected their performance. The emphasis is on exceptional, unusual conditions, not, for example, such things as a 'head cold', or 'missing the bus', etc. Students should notify teachers of the circumstances before attempting the task. Again, illness/misadventure forms must be lodged within 7 days of the assessment day.
- Students must be aware of the fact that **assessment tasks are important** and that they need to treat them as such.
- **Plenty of warning** of the timing of tasks will be given.
- **Late Submission** of assessment tasks will be considered **only** in exceptional circumstances (see Note 5).
- Students who **miss** any assessment activity will generally **not** be able to repeat this activity. In exceptional circumstances an alternative assessment **might** be considered.

Malpractice in School Assessment Tasks

All work submitted for assessment must be the student's own: it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications).

School candidates are subject to the normal rules of the school throughout the period of assessment. Failure to observe these rules may result in disqualification from the particular assessment task.

Such breaches include:

1. Cheating in any form
2. Use of other students' material in preparation of the task.
3. Unauthorised assistance from a non-participating candidate.
4. Plagiarism of reference materials.
5. False declarations of absence, lateness, sickness.

6. Unacceptable behaviour while carrying out a task in the classroom.
7. A non-serious attempt at the task.
8. Use of a mobile phone during an in-class assessment task.
9. Taking time off from school in order to prepare for an assessment task. This, of course, includes coming to school late or leaving early to secure more study time to prepare for an assessment task and thereby giving a student an unfair advantage in an assessment task.
10. Failing to fully participate in experiences which are integral requirements of the syllabus, e.g. exams, assignments, practical work, participation in class, homework etc. For example, in some major exams only some questions may contribute to the Assessment Program. It would be unacceptable for students to focus only on those questions and make an inadequate attempt on the remaining questions in the exam.
11. Any action which gives any student an unfair advantage in the completion of a task or which undermines the integrity of the education process at Gilroy Catholic College.

Students **must** complete a **significant percentage** of assessment tasks set in every subject area. Failure to do so will see the Principal legally bound to inform NESA that requirements have not been met.

If any student has engaged in any form of Malpractice the relevant portion of their work will be awarded a zero mark. Students may also receive an N-notification.

MOBILE PHONE POLICY

Assessments and Examinations

Rationale

Gilroy Catholic College acknowledges that mobile phones can be used in an engaging classroom setting as a technological tool that may contribute to student learning. During assessment tasks and examinations however, it is inappropriate for mobile phones or electronic devices (as defined below) to enter the assessment/examination room at Gilroy Catholic College.

Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. The use of a mobile phone during an assessment or examination is a form of malpractice as it may lead to breaching school examination rules, cheating in an examination, the use of non-approved aids during an assessment task and/or used to assist another student to engage in malpractice. These behaviours of malpractice have associated consequences that may jeopardise a students' overall academic grade.

School candidates are subject to the normal rules of the school throughout the period of assessment. Failure to observe these rules may result in disqualification from the particular task.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own

- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Taking time off from school in order to prepare for an assessment task. This, of course, includes coming to school late or leaving early to secure more study time to prepare for an assessment task and thereby giving a student an unfair advantage in an assessment task.
- Failing to fully participate in experiences which are integral requirements of the syllabus, e.g. exams, assignments, practical work, participation in class, homework etc.
- Any action which gives any student an unfair advantage in the completion of a task or which undermines the integrity of the education process at Gilroy Catholic College.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

Students must complete at least 50% of assessment tasks set in every subject area.

If any student has engaged in any form of Malpractice the relevant portion of their work will be awarded a zero mark. Students may also receive an N-notification.

Year 7-10 Assessments and Examinations

Mobile phones may ring causing a disruption to students' concentration levels, therefore impacting on their ability to perform at their optimum in an assessment or examination. The presence of a mobile phone or other electronic devices in an assessment or examination may also tempt students to use the device to cheat, which constitutes malpractice.

Students are not permitted to take mobile phones including a programmable watch or device, smart watch or any electronic device, such as an iPod, digital media player or electronic tablet (eg. iPad) into the assessment or examination room (unless approved by the relevant Leader of Learning or NESA). This is inclusive of in class assessment tasks, tests and examinations.

Mobile phones are brought to school at the students' own risk. Gilroy Catholic College accepts no responsibility for any loss, theft or damage of a mobile phone when it is stored for the duration of an assessment task or examination. Mobile phones are not to be brought into the classroom/exam location for formal examination blocks.

Consequences for the Breach of the College Mobile Phone Policy

Students who are found in possession of a mobile phone or electronic device (as defined above) during a formal assessment task or examination, will have breached the College policy for assessment and examination rules. Penalties for this may include a zero mark, loss of marks and an N notification letter sent to parents for the relevant course. The penalty issued will be at the discretion of the Leader of Teaching and Learning in consultation with the relevant Leader of Learning and witnessing staff member/s.

Warning to Students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then:

- a written warning will be posted to the school's record of student's address, outlining what needs to be completed, and the date for completion,
- the request for a written acknowledgment of receipt from the student and her parent(s)/guardian(s) must be returned to the relevant Leader of Learning,
- the teacher will phone parents to alert them of a zero result
- an interview between teacher, LOL, parents and student may be held, and
- a copy of the warning notice is placed in the student's file.

Satisfactory Progression

"A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes...."

NSW Education Standards Authority ACE Manual

'N' Determinations

While NESA does not stipulate attendance requirements, principals may determine that, as a result of

absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

Warnings

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination and advise NESa via Schools Online.

Review of 'N' determination

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the principal by the date listed in the *Higher School Certificate Events Timetable*.
- If the school upholds the appeal, the school advises NESa by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESa. NESa's review will focus on whether the school review properly and correctly considered the matters before it.
- Appeals must reach the Office of NESa by the date stipulated in the *Higher School Certificate Events Timetable*. NESa will advise students and principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Invalid Tasks

A task may be declared invalid if it does not function as required. For example, it may not adequately differentiate between the students or there may have been problems with the administration of the task that affected the candidature (as a whole or in part) or the task (completely or in part). This would include students having prior knowledge of a question or plagiarising. In all cases, issues of administration must be managed to ensure that fairness is maintained for all students.

If, for some reason, a task or part of a task proves to be invalid, the following options may be considered:

- the task could be rescheduled (with sufficient notice) if the security of the task is not compromised
- the task may need to be discarded, either partially or in its entirety
- a new task may need to be considered with weightings adjusted as appropriate
- the weighting of the task may be reduced and an additional task may be added (with sufficient notice). The additional task would be weighted accordingly
- if a task is partially discarded (and an additional task is not added as mentioned above), consideration must be given to the weighting of the remaining section compared with the other assessment tasks.

In order to decide which option to use, a panel should be convened involving the relevant faculty Leader of Learning, the Leader of Learning and Teaching, and a recommendation made to the Principal as to how to proceed. Advice from the NSW Education Standards Authority may also be taken. Students will be notified as to the outcome.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a new credential for all students, to recognise school achievement before receiving their Higher School Certificate (HSC).

A cumulative credential – recognising all your academic achievements

Instead of just showing a student's results at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

The RoSA will show a student's Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If the student starts a course but leaves school before completing it, the RoSA will show evidence of enrolment.

The RoSA will also show results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

- If a student transfers from one school to another at the end of Year 10, he/she will not receive a formal RoSA credential at that time.
- To receive a RoSA a student will need to meet the school's attendance requirements.
- A student will be able to request a RoSA from the College when he/she talks to the Year Leader of Learning or Principal about leaving. This can also be requested on the Leaving School Clearance Form.
- If a student has completed any Life Skills courses, the Life Skills Profile of Student Achievement will be received at the same time as the RoSA.

Fair grades for everyone

RoSA grades will be determined by teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all courses in Years 10 and 11 will be based on a student's results in assessment tasks completed throughout the year. Assessment tasks may include tests developed and used in the school.
- The RoSA credential will report on achievements in Stage 5 courses, using A to E grades

- Teachers are already very experienced in determining grades based on assessments. As part of introducing the RoSA, NESA will provide further support and resources to make sure grades are given fairly and consistently from College to College.

Confidentiality of Grades

RoSA grades cannot be disclosed to students until the date determined by the NSW Education Standards Authority (NESA).

Eligibility Requirements for the Record of Student Achievement (RoSA)

- To be eligible for the award of a Record of School Achievement, a student must have:
- attended a school recognised by NESA;
- satisfactorily completed the minimum pattern of courses required by NESA;
- undertaken the requisite examinations or other forms of assessment;
- completed Year 10;
- met all mandatory study requirements for Years 7 – 10 in each Key Learning area and
- met all mandatory requirements regarding attendance.

Literacy and Numeracy Tests

Students intending to leave school are able to take optional online literacy and numeracy tests. These tests will be scheduled at times advertised on the NESA website.

Students who advise their schools that they intend to leave before completing the Higher School Certificate and who wish to sit for the tests are eligible to participate.

These tests are the same as the minimum standard literacy and numeracy tests.

Taking these tests will allow students to prove to employers or places of further learning that they have the basic reading, writing and numeracy skills essential for success in everyday life. Test results are reported separately from the RoSA and are not a requirement for its award.

Exit Credential Assessment

- Student assessment indicates the student's overall achievement in a course at the end of the course. Assessment in a course relates to the stated objectives and outcomes as described in the syllabus.
- Assessing student achievement is the process of collecting information on student performance in relation to objectives and outcomes in a course. A profile of the achievement of a student is built up by the teacher in relation to the Course Performance Descriptor.
- In all other Year 10 courses (with the exception of the General Experience Courses) students will also receive a grade from A to E. An 'N' award will also be used to show 'non-satisfactory

completion' in a subject.

- NESAs have developed a set of General Performance Descriptors which are statements describing the five levels of student achievement (A to E), used as the basis for specific subject descriptors. These are printed at the back page of this document.
- Sets of descriptors for each subject called Course Performance Descriptors have been developed from the General Performance Descriptors. These also appear for each subject at the back of this booklet.
- Each descriptor is a positive statement about a student's achievement related to the knowledge and skills objectives of each course.
- Teachers will collect assessment information about student achievement and relate it to the specific subject descriptors. These will assist teachers to make the final judgement of the grade to award students at the end of Year 10.
- Assessment Information for each course is contained in this booklet.
- The grade a student receives in each course will be the one which best relates to the description of the student's achievement given in the Course Performance Descriptors.
- There is no requirement for a predetermined proportion of students to receive any particular grade.

Malpractice in Assessment Tasks

School candidates are subject to the normal rules of the school throughout the period of assessment. Failure to observe these rules may result in disqualification from the particular task.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
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- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material

- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Taking time off from school in order to prepare for an assessment task. This, of course, includes coming to school late or leaving early to secure more study time to prepare for an assessment task and thereby giving a student an unfair advantage in an assessment task.
- Failing to fully participate in experiences which are integral requirements of the syllabus, e.g. exams, assignments, practical work, participation in class, homework etc.
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- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

Students must complete at least 50% of assessment tasks set in every subject area.

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If for some reason a task or part of a task proves to be invalid, the following options may be considered:

- the task could be rescheduled (with sufficient notice) if the security of the task is not compromised
- the task may need to be discarded, either partially or in its entirety
- a new task may need to be considered with weightings adjusted as appropriate

- if a task is partially discarded (and an additional task is not added as mentioned above),
- consideration must be given to the weighting of the remaining section compared with the other assessment tasks.

In order to decide which option to use, a panel should be convened involving the relevant faculty Leader of Learning, the Leader of Learning and Teaching, and a recommendation made to the Principal as to how to proceed. Advice from NESA may also be taken. Students and parents will be notified in writing as to the outcome.

Parent/Teacher consultation

- Parents can contact their child's teacher regarding assessment at any point but teachers will not converse with external tutors or coaches.

All My Own Work

The HSC: All My Own Work program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's Respect and Responsibility strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. [Scholarship Principles and Practices](#)
2. [Acknowledging Sources](#)
3. [Plagiarism](#)
4. [Copyright](#)
5. [Working with others](#)

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites.

The All My Own Work Program is administered to Year 10 students during Term 4 at Gilroy Catholic College.

Student Performance

Students will be given meaningful feedback on their performance in assessment tasks. This information may be given in one or more of a variety of formats – including a mark and/or grade.

Considerable care is taken in marking assessment tasks. If a student believes, however, that their work has been incorrectly graded, they should follow the process outlined below.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance benchmarks, you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning and Teaching.
3. The Leader of Learning and Teaching will discuss your concerns with you.
4. If you decide to appeal you need to complete and submit the Student Appeal sheet. (Available on the Student Homepage).
5. If needed, an Appeals Committee will convene to assess the appeal put forward by the student. The committee will consist of the Leader of Learning and Teaching, the teacher who marked the task and the relevant Leader of Learning.
6. The outcome of this meeting may be that the original result stands or a revised assessment mark (which could be lower than the original) will be issued to the student.

A copy of the Student Appeal Form appears on the following page.



Student Appeal Form

(Attach your task and the marking criteria to this appeal. This must be submitted no later than 7 days after the task was returned.)

Student's Name: _____

Year: _____

Subject: _____

Nature of Assessment Task: _____

Result received: _____

Feedback received:

Reason for appeal:

(Refer specifically to how you have met the criteria at a higher level)

It is very important that you understand that by submitting this appeal your task will be re-marked and that you may receive the same mark, a lower mark or a higher mark.

Decision

Mark: _____

Feedback: _____

Leader of Learning and Teaching

Leader of Learning

Marker

GILROY CATHOLIC COLLEGE

RELIGIOUS STUDIES Year 10 2025

Religion



Task Number	Course Component	Outcomes	Task	Date
1	How do I recognise an authentic relationship?	KS5.5	Stimulus Response	Term 1 Week 9 31/03/2025
2	How do we make good decisions?	KS5.6	Year 10 Examination block	Term 2 Weeks 5-6
3	How can I be holy?	KS5.7	Research Task - Multimedia Presentation	Term 3 Week 6 26/08/2025

GILROY CATHOLIC COLLEGE

CREATIVE AND PERFORMING ARTS Year 10 2025

Drama



Task Number	Course Component	Outcomes	Task	Date
1	Commedia Dell'Arte	5.3.1, 5.3.2, 5.3.3	Commedia Dell'Arte Performance	Term 1 Week 10 10/04/2025
2	Epic theatre Theatre of Cruelty	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.3	Exam	Term 2 Weeks 5-6 Exam Block
3	Critical Literacy in Drama	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	Review of Performance	Term 2 Week 8 20/06/2025
4	Performance	5.3.1, 5.3.2, 5.3.3	Group Performance	Term 3 Week 8 11/09/2024



Task Number	Course Component	Outcomes	Task	Date
1	Composition	5.4, 5.5, 5.6	Baroque and Classical Music	Term 1 Week 9 04/04/2025
2	Listening/ Performance	5.1,5.2,5.3,5.7,5.8,5.9 ,5.10	Jazz Exam block	Term 2 Weeks 5-6 Exam Block
3	Composition/ Performance	5.1, 5.2, 5.3, 5.4, 5.6	Music for small ensembles	Term 3 Week 9 15/09/2025 (GP)
4	Listening/ Performance	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	Rock music test	Term 4 Week 3 27/10/2025



Task Number	Course Component	Outcomes	Task	Date
1	Making	5.1,5.2, 5.3, 5.4, 5.5, 5.6	Body of Work 'Narrative' series	Term 1 Week 9 01/04/2025
2	Critical & Historical Interpretations	5.7,5.8, 5.9, 5.10	Exam	Term 2 Weeks 5-6 Exam Block
3	Making	5.1,5.2, 5.3, 5.4, 5.5, 5.6	'A time and place' series	Term 3 Week 10 24/09/2025
4	Critical & Historical Interpretations	5.7,5.8, 5.9, 5.10	In class research task	Term 4 Week 4 05/11/2025



Task Number	Course Component	Outcomes	Task	Date
1	Art making	5.1,5.2, 5.3,5.4, 5.5, 5.6	Body of Work	Term 1 Week 10 09/04/2025
2	Critical/ Historical	5.7,5.8, 5.9, 5.10	Exam	Term 2 Weeks 5-6 Exam Block
3	Art making	5.1,5.2, 5.3,5.4, 5.5, 5.6	Body of Work	Term 3 Week 10 24/09/2025
4	Critical/ Historical	5.7,5.8, 5.9, 5.10	Research task	Term 4 Week 3 29/10/2025

GILROY CATHOLIC COLLEGE

ENGLISH Year 10 2025

English



Task Number	Course Component	Outcomes	Task	Date
1	Concept Study: Facing Challenges Prescribed text (novel and film study)	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	Essay Response with Prescribed Text	Term 1 Week 10 8/4/25
2	Power of Language (Range of Texts, Poetry, Song, Speeches, Short Film)	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	Half Yearly Exam Comprehension	Term 2 Exam Block Weeks 5-6
3	Mini Craft of Writing Imaginative, Discursive or Persuasive Response	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	Imaginative, Persuasive or Discursive Response	Term 3 Week 9 17/9/25

Student work samples may be used to moderate report grades



Task Number	Course Component	Outcomes	Task	Date
1	Financial, Probability, Single Variable and Bivariate Data.	MA5-FIN-C-01,MA5-FIN-C-02, MA5-ALG-C-01,MA5-ALG-P-01, MA5-IND-C-01,MA5-EQU-C-01 ,MA5-EQU-P-02	In- class test Common Assessment Task	Term 1 Week 10 09/04/2025
2	Financial, Probability, Single Variable and Bivariate Data., Measurement, Algebraic Expressions and Indices, Equations, Formulae and Inequations, Linear Relationships	MA5-LIN-C-01,MA5-LIN-P-01,MA5-RAT-P-01,MA5-ARE-C-01 ,MA5-VOL-C-01, MA5-ARE-P-01, MA5-VOL-P-01	Open Book Examination (students may take one A4 summary sheet into the exam) Common Task	Term 2 Exam Block Weeks 5-6
3	All topics common to 5.1, 5.2 and 5.3. covered thus far	All outcomes: MA5-FIN-C-01,MA5-FIN-C-02, MA5-ALG-C-01,MA5-ALG-P-01, MA5-IND-C-01,MA5-EQU-C-01 ,MA5-EQU-P-02,MA5-LIN-C-01,MA5-LIN-P-01,MA5-RAT-P-01,MA5-ARE-C-01 ,MA5-VOL-C-01, MA5-ARE-P-01, MA5-VOL-P-01,MA5-TRG-C-01, MA5-TRG-C-02,MA5-DAT-C-01,MA5-DAT-C-02,MA5-TRG-P-01,MA5-DAT-P-01 MA5-PRO-C-01,MA5-PRO-P-01,MA5-NLI-C-01, MA5-NLI-C-02	In Class Test (students may take one A4 summary sheet into the exam)	Term 4 Week 4 05/11/2025

Order of topics may vary. Two weeks notice will be given relating to topics in the exam.



Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2
Term 2 Weeks 4-5	Term 4 Weeks 4-5
Task: Formative Assessment Topic – Money: Recognising and Matching Money Money: Comparing and ordering money	Task: Formative Assessment Topic – Time: Recognising Time. Time: Relating time.
Outcomes to be assessed: MALS - 12NA Recognises and matches coins and notes. MALS – 13NA Compares and orders coins and notes.	Outcomes to be assessed: MALS – 20MG Recognises time in familiar contexts. MALS – 21MG Recognises and relates time in a range of contexts.

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**
Year 10 2025**PDHPE**

Task Number	Course Component	Outcomes	Task	Date
1	Strictly Ballroom	PD5.4, PD5.5, PD5.11	Practical Skills Assessment	Term 2, Week 2 9/05/2025
2	Life's Challenges and Strictly Ballroom	PD5.1, PD5.2, PD5.3, PD5.4, PD5.6, PD5.7, PD5.8, PD5.9, PD5.10, PD5.11	Half Yearly Examination (Exam block)	Term 2 Weeks 5-6 Exam Block
3	Challenging sports	PD5.4, PD5.5, PD5.11, PD5.2,	Practical Skills Assessment	Term 3 Ongoing from 21/07/2025
4	Road Safety	PD5.6, PD5.7, PD5.8, PD5.9, PD5.10	Road Safety Analysis	Term 4 Week 1 16/10/2025 17/10/2025 (106)



Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2	Task 3
Term 1 Week 10	Term 2 Week 9	Term 3 (Ongoing)
Task: Dance Performance	Task: Mental Health Fact Sheet	Task: Practical Skills Transfer (Soccer and Netball)
PDLS-5 Demonstrates a range of movement skills in a variety of physical activity contexts PDLS-6 Engages with ways to problem solve in physical activity contexts PDLS-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PDLS-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others PDLS-8 Uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts	PDLS-5 Demonstrates a range of movement skills in a variety of physical activity contexts PDLS-12 Demonstrates and adapts a range of movement skills in a variety of contexts

Suggested/alternative outcomes may be measured as:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.



Task Number	Course Component	Outcomes	Task	Date
1	Physical Fitness	PASS 5.1, PASS5.2, PASS5.6, PASS5.7, PASS5.8 PASS,5.9, PASS5.10	Practical Skills Assessment	Term 1 Ongoing from 03/03/2025
2	Physical Fitness and Body Systems	PASS 5.3, PASS5.4, PASS 5.5, PASS5.6, PASS5.7, PASS5.8, PASS5.10	Half Yearly Examination (Exam block)	Term 2 Weeks 5-6 Exam Block
3	Issues in Sport	PASS5.1, PASS5.2, PASS5.6, PASS5.8, PASS5.10	Research Task	Term 3 Week 7 5/09/2025



Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2	Task 3
Term 1	Term 2	Term 3
Ongoing	Week 8	Week 9
Task: Physical Fitness	Task: Body Systems Topic Test	Task: Issues in Sport Fact Sheet
PASSLS-5 Demonstrates skills and strategies for participation in physical activity and/or sport PASSLS-6 Investigates factors that enhance participation in physical activity and/or sport PASSLS-7 Collaborates with others when participating in a range of activities PASSLS-8 Plans to achieve personal and group goals	PASSLS-1 Identifies factors that affect health and fitness PASSLS-6 Investigates factors that enhance participation in physical activity and/or sport	PASSLS-3 Explores the ways in which physical activity and sport are part of everyday life in Australia PASSLS-4 Investigates ways to participate in physical activity and/or sport contexts PASSLS-10 Demonstrates decision-making skills in physical activity and/or sport contexts

Suggested/alternative outcomes may be measured as:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE

SCIENCE Year 10 2025

Science



Task Number	Course Component	Outcomes	Task	Date
1	Chemistry	SC5-16CW, SC5-17CW (CW3, CW4), SC5-WS 4,5,6,7,8,9	Practical and Theory Examination	Term 1 Week 9 03/04/2025 04/04/2025
2	Chemistry/Genetics	C5-14LW(LW 3,4) SC5-16CW, SC5-17CW (CW3, CW4)	Half Yearly exam	Term 2 Weeks 5-6
3	Physics/Evolution	SC5-10PW, SC5-11PW (PW 2) , SC5-WS 5,6,7,8,9	Theory exam- knowledge and understanding and working scientifically	Term 3 Week 8 12/09/2025
4	Global Systems	SC5-12ES, SC5-13ES (ES1) SC5-WS 4,5,6,7,8,9	Global Systems Research Task and in-class test	Term 4 Week 3 30/10/2025



Task 1	Task 2	Task 3	Task 4
Term 1 2024 Weeks 5-9	Term 2 2024 Weeks 3-6	Term 3 2024 Weeks 3-5	Term 4 2024 Weeks 1-4
Task: Formative Assessment Topic – Chemical Reactions	Task: Formative Assessment Topic – Genetics and DNA	Task: Formative Assessment Topic – Energy and Motion	Task: Formative Assessment Topic – Evolution.
Outcomes to be assessed: SCLS-6WS Participates in an investigation by following a sequence	Outcomes to be assessed: SCLS-6WS Recognises features of living things	Outcomes to be assessed: SCLS-6WS Work individually and/or collaboratively to participate in an investigation	Outcomes to be assessed: SCLS-20LW Explores the interactions of living things with each other and the environment

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

Students only need to meet one outcome each semester



Task Number	Course Component	Outcomes	Task	Date
1	Changing Rights and Freedoms	HT5-3, HT5-6, HT5-8, HT5-10	Source Analysis & Extended Response In Class	Term 1 Week 10 07-09/04/2025
2	Changing Rights and Freedoms/The Vietnam War	HT5-2, HT5-3, HT5-9, HT5-10	Half Yearly (1.5 hour exam)	Term 2 Weeks 5-6
3	Human Wellbeing	GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	Research Booklet + In Class Exam	Term 4 Week 1 15/10/2025 17/10/2025



Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks will be tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2
Term 1 Week 10	Term 4 Week 1
Changing Rights and Freedoms - Mini Project	Human Wellbeing - Mini Project
HTLS-1, HTLS-2	GELS-2, GELS-4

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

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Task Number	Course Component	Outcomes	Task	Date
1	Running a Business + Promoting and Selling	COM5-4 COM5-5 COM5-6 COM5-9	Multi Modal + In Class Business Report	Term 1 Week 9 01/04/2025
	The Economic and Business Environment	COM5-1 COM5-2 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	Half-yearly examination	Term 2 Week 5-6
	Law, Society and Political Involvement	COM5-1 COM5-2 COM5-3 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	Research Booklet + In Class Response	Term 4 Week 1 15-16/10/2025



Task Number	Course Component	Outcomes	Task	Date
1	Genocide	HTE5.1, HTE5.2, HTE5.6, HTE5.8, HTE5.9 HTE5.10	Research Task + Extended Response In Class	Term 1 Week 7 21/03/2025
2	Genocide and Ancient Greece (inc. Greek Mythology)	HTE5.1, HTE5.3, HTE5.5, HTE5.6 HTE5.9	Half Yearly	Term 2 Week 5/6
3	Ancient, Medieval and Early Modern Societies: History and the Supernatural	HTE5.1, HTE5.5, HTE5.6, HTE5.8, HTE5.9, HTE5.10	SourceAnalysis Booklet + Extended Response In Class	Term 3 Week 7 05/09/2025



Task Number	Course Component	Outcomes	Task	Date
1	Measure Twice, Cut Once	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	Design Task and Folio	Term 2 Week 4 10TIM1 22/05/2025 10TIM2 21/05/2025
2	Half Yearly Exam	IND5-1, IND5-3, IND5-4, IND5-8, IND5-9, IND5-10	Half-Yearly Exam	Term 2 Weeks 5-6
3	Links to Industry	IND5-1, IND5-4, IND5-8, IND5-9, IND5-10	Design Task and Folio	Term 3 Week 6 10TIM1 28/8/2025 10TIM2 27/8/2025
4	PBL Task	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Design Task and Folio	Term 4 Week 3 10TIM 1&2 31/10/2025



Task Number	Course Component	Outcomes	Task	Date
1	Food Service and Catering/ Food Trends	FT5-2, FT5-3, FT5-4, FT5-5, FT5-9, FT5-10, FT5-13,	Development of a Food Truck Design Task Theory and Practical	Term 2 Week 4 22/05/2025
2	Theory	FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-12, FT5-13	Half Yearly Examination	Term 2 Weeks 5-6
3	Food Product Development	FT5-1, FT5-5, FT5-8, FT5-9, FT5-11, FT5-13	Development of a Food Product Design Task Theory and Practical	Term 3 Week 8 11/09/2025
4	Food for Special Occasions	FT5-5, FT5-7, FT5-8, FT5-9, FT5-12,	Food as a Celebration Theory	Term 4 Week 3 31/10/2025



Task Number	Course Component	Outcomes	Task	Date
1	Food Photography	DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	Design Task and Folio	Term 2 Week 3 12/05/2025
2	Half Yearly Exam	DT5-1, DT5-2,DT5-3, DT5-4	Half Yearly Exam	Term 2 Weeks 5-6
3	Materials	DT5-2, DT5-3, DT5-6, DT5-7, DT5-8, DT5-10	Design Task and Folio	Term 3 Week 6 28/08/2025
4	Engineering	DT5-1,DT5-2 DT5-5, DT5-7, DT5-8	Design Proposal	Term 4 Week 3 31/10/2025



Competency Assessment Schedule 2025
Qualification: CHC24015 Certificate II in Active Volunteering

Task	Module	Unit of Competency		Task Type	Studied	Task Due
1	Safety	HLTWHS001	Participate in workplace health and safety	• Questions • Observation • Structured activities • Third Party Report	Term 1 2025	Components of the task will be due throughout the course. All components of this task must be completed by Week 7, Term 3, 5th Sept 2025 . Students undertaking early commencement (Year 10 students) must have all components completed by the Week 10, Term 3 2025 .
		BSBCMM201	Communicate in the workplace			
		FSKRDG10	Read & respond to routine workplace information			
	Volunteering	CHCVOL001	Be an effective volunteer		Term 2 2025	
		FSKOCM07	Interact effectively with others at work			
	Diversity	CHCDIV001	Work with diverse people		Term 2 & 3 2025	
	Aboriginal & Torres Strait Islanders	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety		Term 3 2025	

Please note:

- Students must participate in a minimum of 20 hours of volunteer work as part of their work placement for this course.



Competency Assessment Schedule 2025
Qualification: SIS30521 Certificate III in Sport Coaching

Task	Module	Unit of Competency		Task Type	Task Due
4	Participant Needs	SISSSOF003	Meet participant coaching needs	- Questions - Observation - Structured activities	Components of the task will be due throughout Terms 4 2024 and Term 1 2025
		BSBOPS403	Apply business risk management processes		All components of this task must be completed by mid Term 1 2025
5	Intermediate Coaching	SISXCAI009	Instruct strength and conditioning techniques	- Questions - Observation - Structured activities	Components of the task will be due throughout Terms 1, 2 & 3 2025
		SISSSCO012	Coach sport participants up to an intermediate level		All components of this task must be completed by mid Term 3 2025.
External Provider	First Aid	HLTAID011	Provide first aid	- Questions - Observation	Students will be informed in Term 1 when the First Aid course is delivered.

Please note:

- Students who are absent from the First Aid course or are deemed *not achieved*, will need to undertake the course in their own time and at their own expense. Evidence of completion must be provided to the Sport Coaching teacher.

Students must complete a minimum of 35 hours of work placement.